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DESIGNING A BLENDED LEARNING COURSE

Blended learning is claimed to be a combination of face-to face teaching with using the technological means in educational process, which allows the students be flexible and not be fixed to the place, time and pace. Some studies suggest that blended learning includes a variety of models, among which stand out:

- technologies used as teaching aids (for example, PowerPoint slides, clickers);
- use a learning management system to support classroom instruction (for example, to archive learning materials or for online discussions);
- use lesson capture for upsetting classes;
- semesters of home study sequence with semesters studying online;
- short periods on campus due to experience or practical exercises accompanied by time-focused online study
- hybrid or flexible learning that requires changing the learning structure to allow students to do most of their online learning, arriving at the campus only for specific personal sessions (for example, seminars) that cannot be easily performed on the Internet (Bates, 2015:309).

Blended learning can be divided into three modes according to the Griffith's Blended Learning Strategy:

Mode 1. The technology is used to facilitate the management of courses and the support of resources for students. For example, to provide students with information and resources (e.g. lesson notes or notes, assessment advice) and basic administrative functions (such as announcements or course emails).

Mode 2. The technology is used to enrich the quality of students' learning through interactive learning activities, different from those that can be obtained through communication in the classroom. For example, using technology to support communication and collaboration, evaluate and manage the course.

Mode 3. The technology is used to support learning, which is largely independent, but also involves the use of interactive and collaborative learning activities. In this mode, the courses are delivered entirely online (Bath & Bourke, 2000:2).

Designing and developing the blended model is often referred to the importance of outlining the learning objectives, the learning activities and assessment. When planning events, it is necessary to reach the authenticity and scale of the real world. Online education is the best chance for our students to have a true-life experience in their studies. Another critical element is the student rating. When developing an evaluation, a teacher can have different types and methods of evaluation of mixed learning. They can be done online or on site, depending on their specific learning objectives (Stein & Graham, 2014: 35).

According to the recent studies, the successful way of designing for blended learning requires a systematic approach is assumed as:

1. Planning for integrating blended learning into your course, followed by;
2. Designing and developing the blended learning elements;
3. Implementing the blended learning design;
4. Reviewing (evaluating) the effectiveness of your blended learning design, and finally;
5. Planning for the next delivery of your course then involves improving the blended learning experience for both staff and students (Bath & Bourke, 2010:16).

References:

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